



Communication You Get What You Ask For (Page 2 of 5)

You have to A-S-K to G-E-T (Part One)

1. Tell the students you have hidden a dollar bill in the classroom and that their challenge is to find it without moving from their seats. (Don't tell them about the second dollar bill just yet!)
2. Tell students that they are only allowed to ask questions that can be answered with a yes or no. Give them an example: "Is the dollar bill in the teacher's desk?"
- ③ Place a mark on the board for each questions asked.
4. Questions continue until someone guesses the exact location of the dollar bill. It is theirs!

Have a discussion about the limitations of Yes/No questions.

Mini lecture on Open and Close Ended Questions

1. Have the students make quad chart on the back side of their drawing so they have four sections on their paper. In the top left section write "Closed" and on the top of the right section write "Open". You draw a similar chart on the board.
2. Explain to the students that when you ask questions that only have yes or no answers you don't get much information; these types of questions are called "Closed Questions".
3. Under the "Closed" section have them write "Yes or No Answers" as you do the same on the board.
4. Ask the students to try and remember some of the questions that just asked a few minutes ago to find the dollar bill. Write them down on another part of the board as the students say them.
Examples:
 - Is it in the desk?
 - Are the curtains in front of it?
 - Do the books cover it up?
5. Explain that questions that only give you yes or no answers usually start with the words is, are, do, does, will or can. Ask the students to write these words and any others they can think of in the column under "Closed".
6. Explain that "Open" questions give more information. Ask the students to write "More Information" under

the open section. Then ask the students what words they think open ended questions start with. Write their answers in the column on the board as they write them in the column on their paper.

7. Now ask them to write in this column what three questions they would ask if they found out there was another dollar bill hidden in the room.

You have to A-S-K to G-E-T Part Two

1. Tell the students that there is a second hidden dollar bill and you are going to let them ask open ended questions in order to find it.
2. Remind them to try to avoid questions that can be answered with yes or no.
3. The only question they cannot ask is, "Where is the dollar bill?"
4. Ask them to refer to some of the questions they wrote on their paper or to use the words what, when, where, which and how to form their questions.
5. The person who guesses the correct location gets the dollar bill.
- ⑥ Put a mark on the board for each question that is asked.
7. When the 2nd dollar is found, count the number of questions it took to find it. Compare this to the number of questions it took the first time.

Have a discussion about how the open ended questions garnered more information than close ended questions. Then, make the connection to how to ask open ended questions of their freshmen. This may seem like basic information but it is in the application that the information comes alive and challenging.

Have students turn to their partner again and engage in a conversation using close and open ended questions, paying close attention to what effect each has. Students should understand that both questions are good, and that they need to be aware of how to use each, depending on the conversation and desired outcome.